

Pre K-2



Career Preparation Maine Learning Results Rubric



Note: Performance assessments must align with at least one performance indicator and the full collection of student work should address a range of performance indicators.	DOES NOT MEET THE STANDARD “part of the skill part of the time”	PARTIALLY MEETS THE STANDARD “part of the skill all the time and/or all of the skill part of the time”	MEETS THE STANDARD “all of the skill all the time”	EXCEEDS THE STANDARD “all of the skill all the time with increased sophistication”
A. PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.	The student does not demonstrate an awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.	The student partially demonstrates an awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.	The student demonstrates an awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.	The student demonstrates sophisticated awareness of the world of work, career options and personal skills, such as teamwork, leadership, and negotiation skills.
B. EDUCATION/CAREER PLANNING AND MANAGEMENT Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.	The student does not demonstrate an awareness of career opportunities, personal strengths and interests, and teamwork skills.	The student partially demonstrates an awareness of career opportunities, personal strengths and interests, and teamwork skills.	The student demonstrates an awareness of career opportunities, personal strengths and interests, and teamwork skills.	The student demonstrates an awareness of career opportunities, personal strengths and interests, and teamwork skills to a level of sophistication.
C. INTEGRATED AND APPLIED LEARNING Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.	The student does not demonstrate an awareness of problem solving skills.	The student partially demonstrates an awareness of problem solving skills.	The student demonstrates an awareness of problem solving skills.	The student demonstrates an awareness of problem solving skills to a level of sophistication.
D. BALANCING RESPONSIBILITIES Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.	The student does not demonstrate an awareness of the skills to manage school and family responsibilities.	The student partially demonstrates an awareness of the skills to manage school and family responsibilities.	The student demonstrates an awareness of the skills to manage school and family responsibilities.	The student demonstrates an awareness of the skills to manage school and family responsibilities to a level of sophistication.



Career Preparation Maine Learning Results Rubric



<p>Note: Performance assessments must align with at least one performance indicator and the full collection of student work should address a range of performance indicators.</p>	<p>DOES NOT MEET THE STANDARD “part of the skill part of the time”</p>	<p>PARTIALLY MEETS THE STANDARD “part of the skill all the time and/or all of the skill part of the time”</p>	<p>MEETS THE STANDARD “all of the skill all the time”</p>	<p>EXCEEDS THE STANDARD “all of the skill all the time with increased sophistication”</p>
<p>A. PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p>	<p>The student does not develop an awareness of the world of work and career options and does not practice personal skills, such as teamwork, leadership, and negotiation skills.</p>	<p>The student continues to partially develop an awareness of the world of work and career options and partially practices personal skills, such as teamwork, leadership, and negotiation skills.</p>	<p>The student continues to develop an awareness of the world of work and career options and practices personal skills, such as teamwork, leadership, and negotiation skills.</p>	<p>The student continues to develop a sophisticated awareness of the world of work and career options and practices personal skills, such as teamwork, leadership, and negotiation skills with an increased level of sophistication..</p>
<p>B. EDUCATION/CAREER PLANNING AND MANAGEMENT Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.</p>	<p>The student does not develop an awareness of career opportunities, personal strengths and interests, and teamwork skills.</p>	<p>The student continues to partially develop an awareness of career opportunities, personal strengths and interests, and teamwork skills.</p>	<p>The student continues to develop an awareness of career opportunities, personal strengths and interests, and teamwork skills.</p>	<p>The student continues to develop a sophisticated awareness of career opportunities, personal strengths and interests, and teamwork skills.</p>
<p>C. INTEGRATED AND APPLIED LEARNING Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p>	<p>The student does not demonstrate problem solving skills.</p>	<p>The student partially demonstrates problem solving skills.</p>	<p>The student demonstrates problem solving skills.</p>	<p>The student demonstrates problem solving skills to a sophisticated level.</p>
<p>D. BALANCING RESPONSIBILITIES Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.</p>	<p>The student does not demonstrate skills to manage school, family and community responsibilities.</p>	<p>The student partially demonstrates skills to manage school, family and community responsibilities.</p>	<p>The student demonstrates skills to manage school, family and community responsibilities.</p>	<p>The student demonstrates skills to manage school, family and community responsibilities to a level of sophistication.</p>



Career Preparation Maine Learning Results Rubric



<p>Note: Performance assessments must align with at least one performance indicator and the full collection of student work should address a range of performance indicators.</p>	<p>DOES NOT MEET THE STANDARD “part of the skill part of the time”</p>	<p>PARTIALLY MEETS THE STANDARD “part of the skill all the time and/or all of the skill part of the time”</p>	<p>MEETS THE STANDARD “all of the skill all the time”</p>	<p>EXCEEDS THE STANDARD “all of the skill all the time with increased sophistication”</p>
<p>A. PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p>	<p>The student does not use interpersonal, teamwork, leadership, negotiating and workplace skills and does not explore career options.</p>	<p>The student partially uses interpersonal, teamwork, leadership, negotiating and workplace skills and partially explores career options.</p>	<p>The student consistently uses interpersonal, teamwork, leadership, negotiating and workplace skills and explores career options.</p>	<p>The student consistently uses interpersonal, teamwork, leadership, negotiating and workplace skills and explores career options at a sophisticated level.</p>
<p>B. EDUCATION/CAREER PLANNING AND MANAGEMENT Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.</p>	<p>The student cannot explain the relationship between career opportunities, personal strengths and interests and academic skills.</p>	<p>The student can partially explain the relationship between career opportunities, personal strengths and interests and academic skills.</p>	<p>The student can explain the relationship between career opportunities, personal strengths and interests and academic skills.</p>	<p>The student can explain the relationship between career opportunities, personal strengths and interests and academic skills at a sophisticated level.</p>
<p>C. INTEGRATED AND APPLIED LEARNING Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p>	<p>The student cannot use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings.</p>	<p>The student can partially use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings.</p>	<p>The student can use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings.</p>	<p>The student can use academic knowledge, personal skill, and technical resources to solve problems in the workplace and other settings with a degree of sophistication.</p>
<p>D. BALANCING RESPONSIBILITIES Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.</p>	<p>The student does not use skills to manage school, family and community responsibilities.</p>	<p>The student partially uses skills to manage school, family and community responsibilities.</p>	<p>The student consistently uses skills to manage school, family and community responsibilities.</p>	<p>The student consistently uses skills to manage school, family and community responsibilities with a degree of sophistication.</p>

Secondary



Career Preparation Maine Learning Results Rubric



<p>Note: Performance assessments must align with at least one performance indicator and the full collection of student work should address a range of performance indicators.</p>	<p>DOES NOT MEET THE STANDARD “part of the skill part of the time”</p>	<p>PARTIALLY MEETS THE STANDARD “part of the skill all the time and/or all of the skill part of the time”</p>	<p>MEETS THE STANDARD “all of the skill all the time”</p>	<p>EXCEEDS THE STANDARD “all of the skill all the time with increased sophistication”</p>
<p>A. PREPARING FOR THE FUTURE Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p>	<p>The student does not use interpersonal, teamwork, leadership, negotiation and workplace skills to successfully interact with people and organizations.</p>	<p>The student partially uses interpersonal, teamwork, leadership, negotiation and workplace skills to successfully interact with people and organizations.</p>	<p>The student uses interpersonal, teamwork, leadership, negotiation and workplace skills to successfully interact with people and organizations.</p>	<p>The student uses interpersonal, teamwork, leadership, negotiation and workplace skills in sophisticated ways to successfully interact with people and organizations.</p>
<p>B. EDUCATION / CAREER PLANNING AND MANAGEMENT Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.</p>	<p>The student does not demonstrate having developed career goals and an understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio.</p>	<p>The student partially demonstrates having developed career goals and an understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio.</p>	<p>The student demonstrates having developed career goals and an understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio.</p>	<p>The student demonstrates having developed career goals and a sophisticated understanding of how to continuously evaluate progress, make necessary modifications, and apply job skills in a career portfolio.</p>
<p>C. INTEGRATED AND APPLIED LEARNING Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p>	<p>The student does not select and apply appropriate technological resources and problem-solving strategies to real life situations.</p>	<p>The student partially selects and applies appropriate technological resources and problem-solving strategies to real life situations.</p>	<p>The student selects and applies appropriate technological resources and problem-solving strategies to real life situations.</p>	<p>The student demonstrates a degree of sophistication in selecting and applying appropriate technological resources and problem-solving strategies to real life situations.</p>
<p>D. BALANCING RESPONSIBILITIES Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.</p>	<p>The student does not manage school/work, family and community responsibilities for the well being of self and others.</p>	<p>The student partially manages school/work, family and community responsibilities for the well being of self and others.</p>	<p>The student manages school/work, family and community responsibilities for the well being of self and others.</p>	<p>The student, with a degree of sophistication, manages school/work, family and community responsibilities for the well being of self and others.</p>